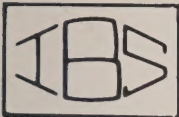


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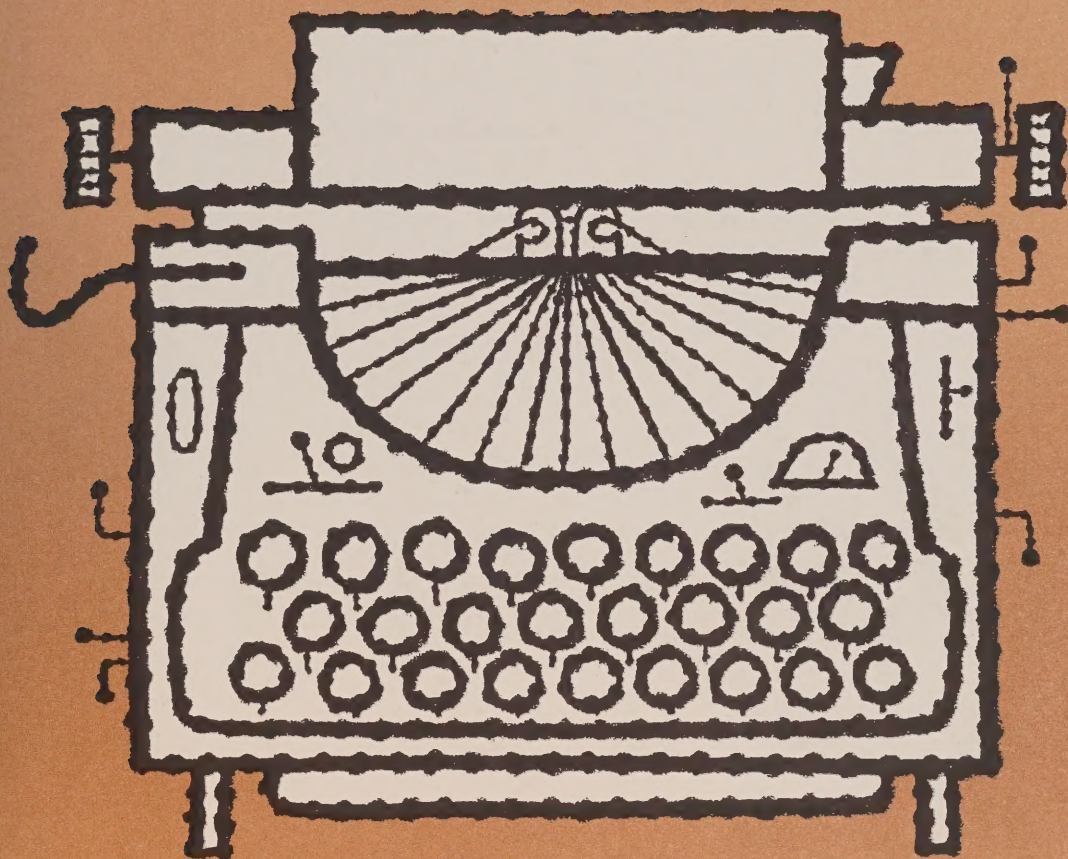


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Reporter Decision Making

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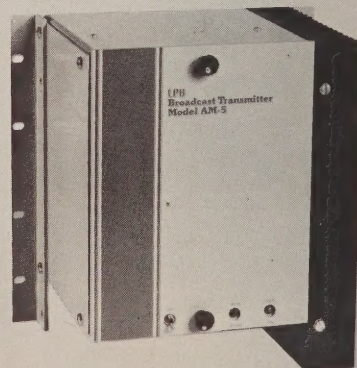
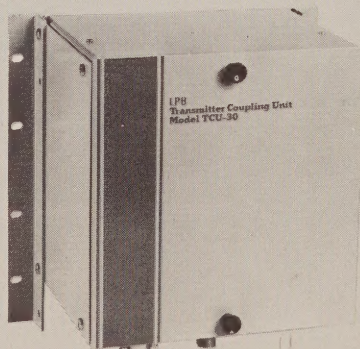
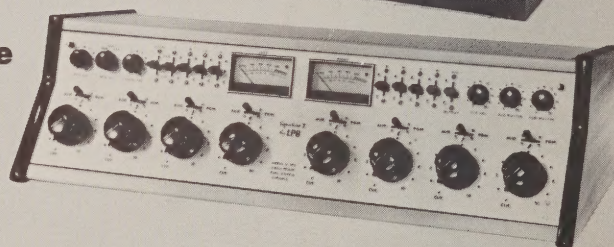
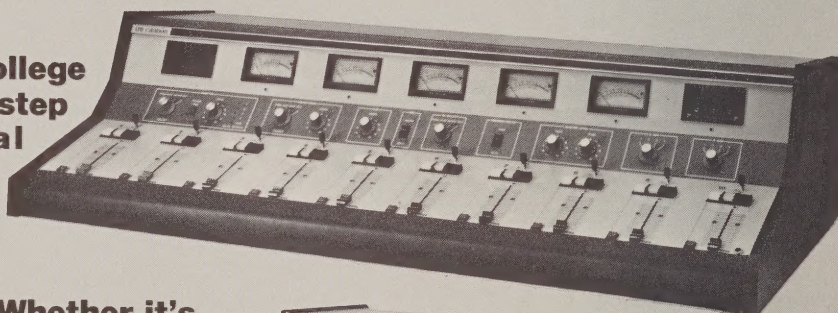
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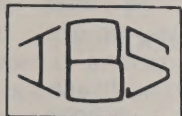


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from the editor

commercials on noncommercial stations

Our kinds of stations often have an identity crisis. After all, what's really the right name for us? Is it college radio? Is it alternative radio? Is it public radio? Is it noncommercial radio? Is it educational radio? Is it sometimes all of the above?

The professionally-staffed stations based at schools and colleges decided some time ago that the term "educational broadcasters" was too confining, too stuffy, and didn't present the kind of image they wanted. So, they came up with "public broadcasters," a term which has gained wide usage even though, when you think about it, **all** radio and TV stations broadcast to the public. In fact, many of the powers that be in the "public" broadcasting establishment work hard to imply that this term is strictly reserved for those stations who meet the arbitrary criteria mandated for CPB and/or NPR "qualification."

Interestingly enough, the FCC has, until recently, been quite consistent in their terminology over the years. Though a bit unwieldy, they've referred to us as "noncommercial educational stations." Lately, however, I've noticed the word "public" creeping into their verbiage, often with an explanation that they intend it to mean the same thing as "noncommercial educational."

Recently, we've begun to see another possible reason, (besides its length and general awkwardness), that the term "noncommercial" seems to be quietly shifting towards the rear. This time, the reason is money.

Everyone knows by now that the Reaganauts slashed everyone's budget to pieces, including that of the Corporation for Public Broadcasting (CPB), although the full effect of that cut was slightly delayed.

These cuts have menaced not only the huge CPB bureaucracy itself, but also the folks over at National Public Radio (NPR) who gain much of their financial support from CPB. Perhaps most affected are the local CPB/NPR stations who have depended on the

CPB Community Service Grants and other federal funding support only to see it cut.

Various and sundry schemes have been devised to replace these lost federal funds. A while back, someone proposed that commercial broadcasters pay license fees, part of which would go to help support non-commercial stations. That one never made it out of Congress.

The FCC lent a helping hand by reversing its original hard-line stand on fundraising activities of non-commercial stations. Instead, they, (dare we use the word nowadays?), **liberalized** the rules so you can now identify the donor, not only by business name, but also by address and product lines. This will likely make it easier to attract those donors who are more interested in the on-air acknowledgement than necessarily the altruistic support of the station and/or its programming.

Now, in what to some may appear to be a natural progression, (or is it regression?), Congress has authorized a limited experiment with the airing of commercials on noncommercial stations. Mutually conflicting terms, you say? Others say not.

This would be a limited experiment with something like 10 radio stations and 10 TV stations for about 18 months. The commercials would be clustered, that is bunched together and presented only at certain limited times of day.

It is interesting to note that Congress authorized this experiment after the FCC rejected a proposal for "institutional" advertising as part of Docket 21136, the same one which liberalized fundraising practices.

At this writing, the response from stations has been less than overwhelming. Something like four noncommercial radio stations in the country have come forth and volunteered to participate, although there shouldn't be too much problem in finding six more. Apparently, many more were interested until they learned what the up front costs for

salespeople, national and regional agencies, promotion and administrative costs might be. Obviously, those stations selected will be chosen for their likelihood of succeeding with this experiment and, surprise, surprise, the larger stations will probably have a better chance. So, what else is new?

It's simplistic to think this approach will resolve everyone's funding difficulties. In fact, the effort has already raised understandable opposition from commercial broadcasters who are really angry about it.

You cannot expect them to welcome a major competitor for advertising dollars in their community, especially in these hard economic times, and more especially when that competition is supported in part by federal funding. (Of course, most of our stations don't have this problem; we have been excluded from most federal funding programs anyway).

Another potentially serious question involves the now reserved portion of the FM band, from 88.1 - 91.9 MHz. This was specifically reserved for noncommercial educational use. If stations in this part of the band are allowed to carry commercials, it may jeopardize the reserved status of that portion of the band and we may see commercial broadcasters in markets where the upper part of the FM band is saturated seek space in what until now has been set aside for our stations.

With their vastly larger amounts of resources, it is not difficult to figure out where that would leave our stations in a few years. In itself, this potential jeopardy is too high a price to pay for allowing commercials to gain entry to our part of the band.

One of the strengths of our stations has always been our opportunities to experiment, to be creative, to do alternative programming not necessarily designed to attract the largest number of bodies possible. School/college/student activities/listener support funding makes that kind of independence possible.

Commercial operation is a different story. A main objective is to attract advertiser dollars. To do that, you have to attract listeners in numbers large enough to impress potential advertisers. Suddenly, the tail is wagging the dog.

[Continued on page 4]

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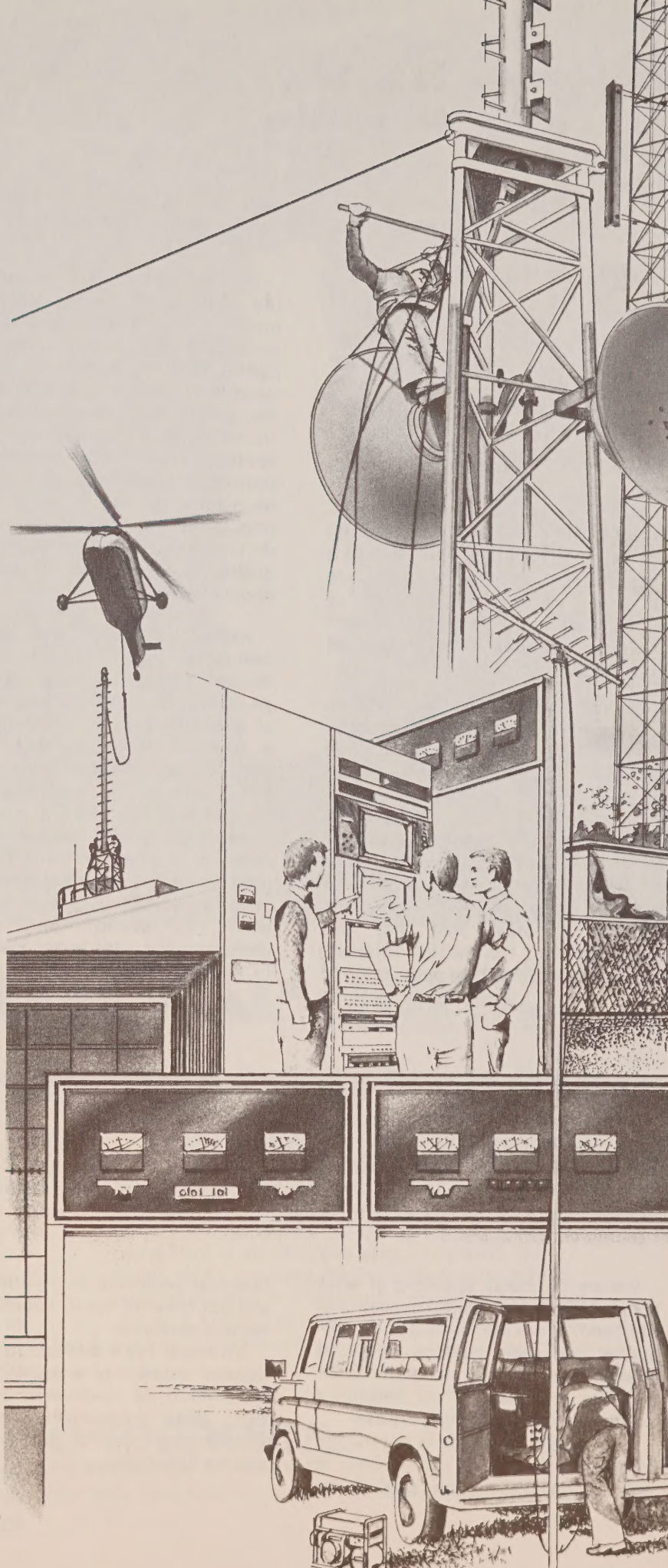


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determining the role of campus radio

by Jack F. Holgate
Asst. Professor & Radio
Station Advisor
The University of Mississippi

There are a number of significant questions which should be examined and answered by a college or university before it makes a decision about the role it wishes its campus radio station to play.

One of the questions which administrators ask most often is whom should the station serve, the administration or the students? Should the station espouse the school's philosophy and perpetuate its standards whenever possible, or should it stand as an outlet for student views and opinions and address itself primarily to student issues?

Luckily or unluckily, depending on your point of view, this is an issue about which neither the students nor the administration of a school have much say. The Federal Communications Commission says a station can not directly serve any master since it is, in effect, the voice of the public. And the Commission requires those seeking broadcast licenses to prove that they will broadcast "in the public interest" before it will grant them permission to

operate. This precludes a radio or TV station being any group's private outlet.

However, this fact hasn't deterred the actions of some college administrations and student groups which have felt they had either the right or the responsibility to influence what their campus radio facility aired. Because of their different perspectives the two sides have often been in direct conflict with one another, each thinking it has cause or justification for becoming involved in the campus broadcasting process. Such situations do little to foster the development of a quality college radio station and should be avoided.

Rather than risking confrontations over editorial policy and free speech issues, a school is better off making an attempt to stave off the possibility of such problems occurring by taking a few simple steps, such as: (1) adopting an official policy statement which affirms the neutrality of the campus radio station and insures its freedom to operate independently of direct or indirect pressure from any group or organization; (2) insure that a qualified advisor is assigned to work with the station and provide professional guidance and instruction to station personnel; (3) survey the

audience which the station serves to find out its information and entertainment needs; and (4) provide the survey results to the station for use as a programming guide. Taking these steps should leave the station free to meet community needs in an independent yet organized and professional manner.

Another question to be resolved concerning the role of the campus radio station is how the facility should be operated. Should it be a commercial or noncommercial operation, should it be strictly a student medium or employ some professionals, and should it also be used as a teaching laboratory? While these are areas over which a school's administration has some say, they are also areas in which the availability of funds plays a very large role.

Some schools can afford to operate a radio station and maintain separate teaching laboratories. Some can afford to keep two or even more stations on the air and use them in conjunction with their academic programs. For most operations though, money, time, and personnel are major considerations and must be given equal weight with academic program needs and goals when plans are laid for a campus radio outlet.

On the matter of facility use, there is strong feeling in some quarters about keeping the academic program totally separate from the student media. Advocates of this position say once a radio station is established as a student medium or a commercial operation, the students or the professionals should be left alone to operate it.

They recognize the value of having qualified advisors for student operated stations, but feel the students should determine when they need "advice." Their argument is also that direct interaction between the station and the academic program inhibits the station staff and squelches their independence. It is said to produce an inferior product as well since it places unqualified people in the process which produces the media product

from the editor

[Continued from page 2]

We are of course speaking of what is now the noncommercial educational FM band. There are numerous carrier-current and cable stations which do operate successfully as commercial facilities, but they are not utilizing a band reserved for another purpose.

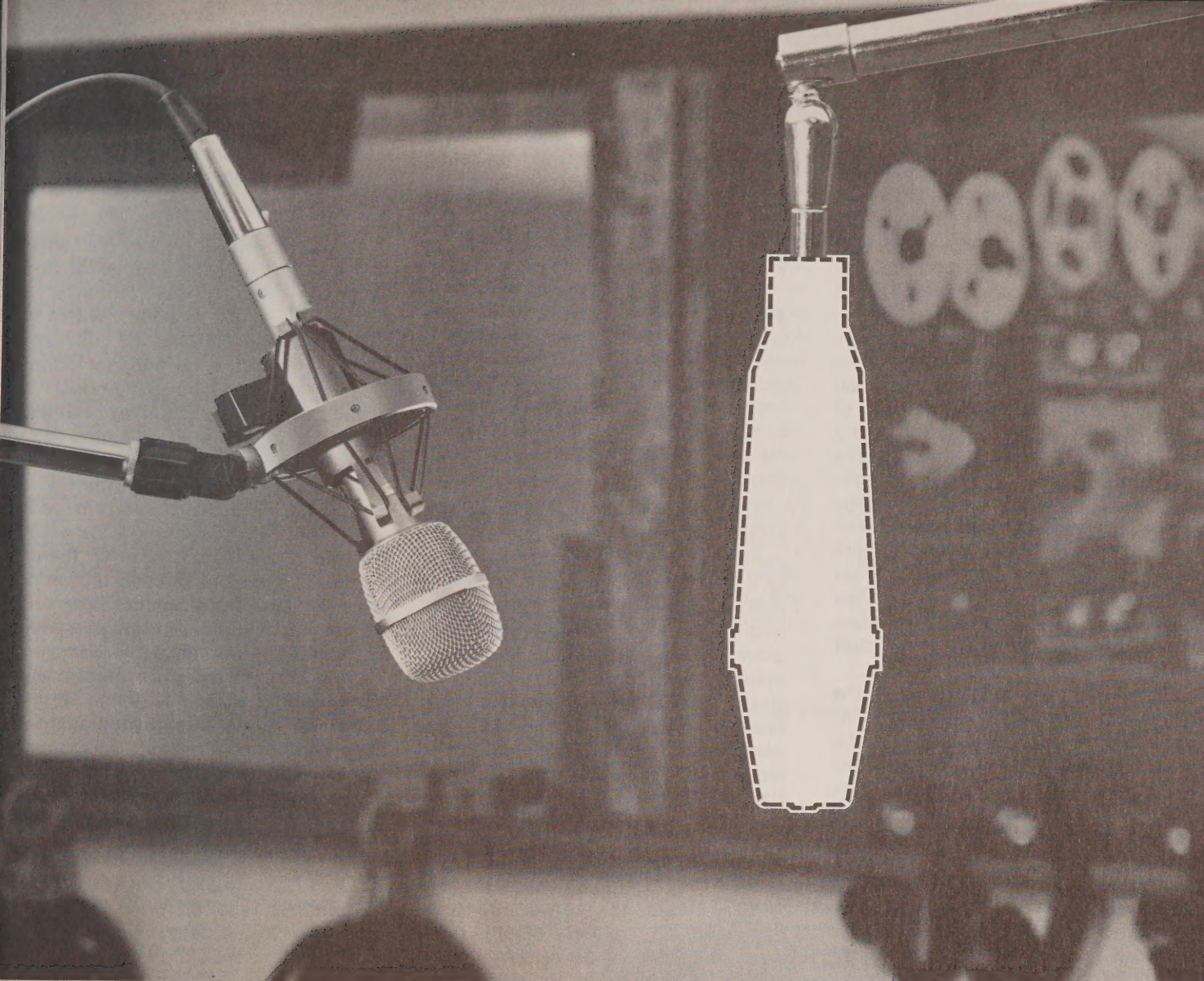
Commercial operation is not the pot of gold at the end of the rainbow. It will not, in one motion, resolve the

financial problems our stations face without creating other, possibly more serious problems.

It's much more difficult to go after listener support or embark on active solicitation of underwriting grants. But, these are activities we must increasingly face if our stations are to survive financially.

JT

[Continued on page 6]



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Role of Campus Radio...

[Continued from page 4]

(i.e. a news story, commercial, radio program, newscast) before they have an opportunity to learn needed skills in the classroom or laboratory. This argument calls for only those who have had specific courses or experience to be placed in radio station positions.

Those who back this position say using campus radio facilities for teaching labs might work in small schools with few students, but at large ones there are just too many students to be shuffled through the facilities, unless there is more than one station or an unusually large facility with lots of equipment. They contend large numbers of students cause excessive wear and tear on equipment which must always be ready for on-air use and they just plain get in the way of the "qualified" staff members.

Others feel just as strongly that the academic program must be intertwined with the daily operation of a station. They say the medium provides a real life training ground where students can put skills learned in the classroom into operation and that the medium environment forces students to perform in a realistic manner, succeeding or failing as they would if employed. They say having input from the academic program, either through instructor involvement or the creation of student products, enhances the medium. Perhaps their soundest argument though, is that having students work with the radio station as part of their course work eliminates the need for separate and costly laboratories which duplicate the station facilities.

It can easily be seen that both arguments have some validity. What many schools have done is to take the best from both operations and use it to serve the goals of both. They establish their radio station or stations and appoint or hire the most qualified personnel available for the station positions, but then use products generated in the classroom to supplement those produced by station personnel. Some have their broadcast reporting/writing classes turn-over carbons of their stories to the radio station newsroom and have the production classes produce program or public service material

which the station can use if it so desires. Some also set up their news operations as a class with students required to pull regular news gathering, writing, and reporting shifts in a mock or actual newsroom and turn their products over to the news director for use as he or she sees fit.

This type of cooperation helps the radio station retain its autonomy while giving it access to large amounts of material it might not be able to generate itself. Such activities have kept a number of stations going and stimulated many students to produce material good enough to be used "on the air."

The intricacies of whether a campus station should be a commercial, noncommercial or educational facility or if it should be a profit or non-profit making venture are best left to those with the special knowledge needed to examine potential sales revenues, station overhead, tax benefits, financial demands, etc., and make a financial determination. But the commercial versus noncommercial issue can be addressed in non-financial terms.

One simple fact is that there is a lot more prestige involved in having a regular commercial station rather than the traditional non-commercial "educational" outlet that most campuses have. There is also a lot of money to be made in commercial radio. But a great deal more work has to be done as well.

Commercial stations have competitive air personalities who help them win listeners and increase commercial sales and sales staffs to generate revenue. Audiences also demand more from a commercial station in the way of quality programming and the management of such facilities is often beyond the scope or limited time availability of students. Such operations usually employ full time professionals as department heads and use students in lesser roles.

Noncommercial facilities, on the other hand, are largely student-staffed operations (with the exception of National Public Radio affiliates which have a minimum of five full time employees) and are accepted as training grounds by local audiences. As such they are not forced to be

competitive with the other stations in their listening area. They can still generate revenue and help support themselves though, through the solicitation of grants and sponsorship of specific programs by local or other donors.

What the decision-making all seems to boil down to is whether or not a campus station can compete for listeners and revenue with the commercial stations in its area; whether or not a commercial campus operation can generate enough income to be self-sustaining or at least to pay qualified staff members to run the operation in a high quality and competitive manner; whether a commercial operation can provide the students with something another type of facility can't; and whether there is support in the community, on campus and among state broadcasters for a commercial station. Although the later item may seem minor, it is something which should be given careful consideration because it is sometimes difficult to operate a journalism or broadcasting department at a school when you are faced with the opposition of the medium for which you are trying to groom potential employees.

Another detailed question which should be resolved when the role of campus radio is determined is whether the station should be an AM, FM, carrier current, or even a cable facility. An audience survey to determine local radio needs/desires and an engineering study to examine frequency and power needs and availability can help in making this decision.

The audience survey can be conducted by students from previously used models, but a professional firm should be used to find out about potential signal interference with other stations, power and tower considerations and other engineering problems. Even though the FCC says if someone at a school "has some knowledge of communications and can do the study" an engineer "need not be employed," you're usually better off hiring one especially if you plan to file an FCC construction permit application.

[Continued on page 7]

Role of Campus Radio...

[Continued from page 6]

In attempting to reach a decision about the type of signal that is desired, it should be remembered that AM and FM stations differ in both sound quality and the distance from which they can be heard. AM stations can be heard from farther away but FMers have a virtually static-free sound. There has also been a traditional difference in the formats that the two types of stations have followed, not so much in music preference as in the approach to serving audience needs (i.e. FM has more music, less talk and a more casual and intimate relationship with the listeners than AM).

Three other approaches, using carrier current, going FM cable and utilizing TV audio cable, also offer alternatives which some schools might want to examine. All three eliminate the need for a broadcast transmitter and tower and thus, substantially reduce capital outlay and operational costs.

A carrier current station feeds the "radio" signal to its listeners via an existing electrical line to which the audience attaches its receivers. FM cable systems utilize local cable television company facilities, feeding a signal from the station to the cable company by telephone line or a special cable and then on to the homes of cable subscribers who pay a fee to attach FM radios to the cable. TV audio cable operations make use of unused cable TV channels for their "radio" broadcasts by feeding their programming to the cable outlet and then on to the homes of subscribers in the same manner as FM cable radio. The difference is that the broadcast is heard on TV receivers (with or without some accompanying video) instead of on FM receivers.

Although deciding whether a station should go traditional AM or FM or use one of the other alternatives depends largely on the size and type of audience to be served and the quality and strength of the signal to be broadcast, the real determining factor will be money. If you have the funds you can buy the best equipment, hire top quality personnel, and easily be able to meet the FCC requirement of

proving you can afford to operate the type of facility you want.

In fact, nearly all of the questions to be examined about the role a radio station should play on a college or university campus revolve around the availability of money. Them that's got it, can have great operations. Them that don't, have to make do with what they can afford.

With or without money though, you can establish a position for your campus radio station by giving adequate time to the examination of each of these questions and drawing up a plan for establishing or reestablishing a facility which meets the resulting needs and goals. And like everything else, you can increase

your chances of creating a worthwhile operation by paying attention to detail, having a sincere interest in doing a good job and making the station succeed, and persevering in all actions which can ultimately lead to the improvement of your product, no matter what the odds against you may be.

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reporter decision-making

by Ted Joseph
University of Toledo

Do professional radio station executives want reporters to be involved with hiring management?

No, according to a recent survey of 120 executives in Michigan, Ohio and Pennsylvania. But, in a survey of 60 radio reporters in those states, reporters say they don't want to participate in hiring management.

In this exploratory research, reporters and managers were asked to note their preferences for reporter participation in making 35 decisions.

The scale used was: 1 — Reporters should not be involved; let others handle; 2 — Others should consult reporters but should make decisions; 3 — Others and reporters should discuss and have equal vote; 4 — Reporters should consult others but make decision and 5 — Reporters

should be responsible for decision; no other input.

A higher score for reporters and managers in Table 1, then, means they want more reporter decision-making on the issue. They both want, for example, more reporter control over writing story decisions than budget decisions in non-news departments.

[Continued on page 9]

Table 1

Preferences of Radio Reporters, Managers Toward
Reporter Decision-Making and Existing Practices -
Aggregate Mean Data

PREFERENCES OF RADIO REPORTERS, MANAGERS TOWARD REPORTER DECISION-MAKING AND EXISTING PRACTICES - AGGREGATE MEAN DATA

PREFERENCES OF RADIO REPORTERS, MANAGERS TOWARD REPORTER DECISION-MAKING AND EXISTING PRACTICES -
AGGREGATE MEAN DATA

Decisions	Reporters (N = 60)	Managers (N = 120)	Existing (N = 87)
Aggregate	2.53	2.15	2.46
Writing Story	4.47	4.02	4.56
How To Cover Story	4.03	3.34	4.06
Time Needed to Report/Write	4.03	3.50	4.29
Final Editing	3.67	3.12	4.19
Story Suggestions	3.50	3.26	3.85
Which Hard News to Cover	3.50	3.12	3.68
Postponing Story	3.48	2.73	3.59
Which Features to Cover	3.41	3.11	3.77
Newscast Slot	3.40	2.95	3.94
Killing Story	3.32	2.50	3.43
Air Time Length	3.22	2.87	3.78
Which Net Feeds to Use	3.22	2.77	3.32
Assigning Full-time Reporters	3.11	2.53	3.26
Beat Assignments	2.93	2.32	2.65
Assigning Part-time Reporters	2.86	2.39	3.00
Long-range News Plans	2.54	2.15	1.98
Summer Replacements	2.31	1.76	1.75
Hiring Reporters	2.30	1.57	1.69
Evaluating Reporters	2.28	1.69	1.75
Approving News Budget	2.13	1.58	1.42
Public Affairs Programming	2.13	2.22	2.22
Disciplining Reporters	2.06	1.46	1.59
On-air Editorials	2.06	1.54	1.70
Firing Reporters	1.89	1.33	1.42
Fringes/Salary-Reporters	1.88	1.45	1.38
Section 315 Questions	1.84	1.73	1.46
Ascertainment Approach	1.82	1.74	1.39
Evaluating Management	1.71	1.52	1.18
Major Fiscal Outlays	1.69	1.29	1.16
Non-news Programming	1.55	1.38	1.34
Hiring Management	1.40	1.15	1.05
Fringes/Salary-Management	1.33	1.15	1.05
Plans-Other Departments	1.32	1.28	1.24
Budgets-Other Departments	1.20	1.11	1.05

reporter decision-making

[Continued from page 8]

On budget decisions in other departments, they both agree that reporters should not be involved. They also say that reporters should consult others, as needed, on how to write the story and time needed to report and to write, but the final decision should rest with the reporter. They also share, per Table 1, similar reporter participation philosophy on many other issues.

They believe that reporters and others should have an equal vote on postponing and killing stories, which features to cover, newscast slot, air time length, which net feeds to use and assigning full-time reporters to stories. Others, they offer, should consult reporters, but make the final decision on news staff size, summer replacements, hiring and evaluating reporters, approving news budgets, public affairs programming, section 315 decisions, ascertainment approaches, evaluating management, on-air editorials and fringes and salary for reporters.

Reporters and managers also believe that reporters should have little or no involvement with non-news programming, fringes and salaries for management, plans and budgets for non-news departments and hiring management.

There are, though, serious philosophical differences on eight decisions. On how to cover, final editing, story suggestions and which hard news to cover, reporters want to consult others, but to make the final decision; managers want an equal vote on these decisions. Reporters want an equal vote on beat assignments, assigning part-time reporters and long-range plans for the newsroom, but management wants to consult reporters before making its decision. Finally, reporters prefer to have others consult them before they make the decision to fire a reporter; managers want no reporter participation on this issue.

It is difficult to understand why reporters and managers agree on so many issues and disagree on these eight decisions. Managers are, however, very democratic in their approach to work-related decisions. They want reporters to be very involved with the news decision-making process. And, based on Table 1, they are involved. A second part of this study asked reporters to identify the existing decision-making practices at their stations. The scale used was: 1 — Reporters not normally involved; others make decision; 2 — Others consult reporter but make decision; 3 — Others and reporters discuss and have equal vote; 4 — Reporters consult others but make decision and 5 — Others not normally involved; reporter makes decision.

A higher score, then, means that reporters are more involved with decision-making. As Table 1 demonstrates, reporters are generally getting (2.46) what they want (2.53). There are, however, some differences. In some cases, such as final editing, reporters say they are getting more autonomy than they desire. On other decisions, such as fringes and salaries for themselves, reporters prefer a bit more involvement than is allowed.

The results suggest that managers and reporters generally agree on the degree of reporter decision-making and that a cooperative environment exists. Many social psychologists believe that workers, who are given participation in decision-making, will be less alienated. Both the organization and the individual, they say, will mature by allowing workers to have a greater voice. Not all reporters, of course, want a greater voice. But, this research suggests that radio managers would allow significant reporter participation for those who want it.

This finding runs counter to recent research by this author that reporters on TV stations and daily newspapers have more serious philosophical differences with their superiors. There

is something unique about the relationship between professional radio managers and reporters which would produce such similar views. Perhaps the relative importance of news is an explanation. Perhaps managers don't feel that strongly about emphasizing news and would prefer to let reporters have major input into the decision-making process. In any case, it would be useful to probe managers and reporters on why they ranked the decisions as they did. Without interviewing, explanations are, at best, speculations.

It would also be exciting to determine why the male reporters in this survey want substantially more participation than female reporters. Males lean toward an equal vote (2.66) while female journalists (2.04) are satisfied with being consulted and others making the decision.

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TV ch. 6 interference standards to be proposed

The FCC has proposed to adopt new rules designed to address the longstanding problem of interference by some educational FM stations to reception of television channel 6.

The proposed standards will apply to future authorizations; existing educational FM stations will be grandfathered as long as they do not alter their operating facilities or service area.

Currently, the Commission has no rules for dealing with the FM-to-TV channel 6 interference problem, which has been exacerbated by the increase in the number of ED-FM stations and the upgrading of 10 watt, Class D stations to higher-powered facilities — a move the Commission encouraged in an earlier part of this proceeding.

The spectrum between 88 and 108 MHz is allocated for FM broadcasting, with 88-92 MHz being reserved for noncommercial, educational FM broadcasting. This spectrum is immediately adjacent to TV channel 6 (82-88 MHz) so the potential exists for inter-service interference. The comparatively narrow bandwidth used in FM broadcasting, coupled with the high selectivity of FM receivers, effectively precludes TV-to-FM interference; but the wide bandwidth used in TV broadcasting, coupled with the Commission's policy of not assigning TV channels immediately adjacent to one another in the same service area, has resulted in the development of TV receivers with inadequate adjacent channel selectivity.

The development of educational FM broadcasting has resulted in increased interference to channel 6 reception, especially as the new FM stations need to use frequencies closer to 88.1 MHz and to channel 6. FM interests argue that the problem is due entirely to poor TV receiver selectivity and that manufacturers should be required to produce a higher quality product. Channel 6 interests say the problem is equally, if not primarily, due to poor

FCC allocations policy, and that it would be impossible to produce a sufficiently selective TV receiver.

The Commission, acknowledging that its allocations policy may have contributed to the problem, said some TV receiver protection criteria are justified. However, it noted that over the past 16 years, with little apparent success, it has admonished manufacturers to produce more selective receivers. It repeated that admonishment with the current action.

Faced with a large number of educational FM applications nearly ready for grant, last July the Commission decided to withhold action on educational FM applications that pose the greatest potential for interference to channel 6 until this phase of Docket 20735 is completed.

The proposed standards are considered interim, as they will be refined later, but will permit the routine processing of educational FM applications. They are based on an analysis of the loss of channel 6 stations. The analysis was aided by use of a computer model that uses television receiver data obtained from tests conducted by the FCC's Laurel Laboratory. Essentially the amount of interference allowed under the proposed rules is limited to that which would make channel 6 reception impossible over a 0.3 square mile area around the FM station's transmitter site.

The practical effect of the new limitation on interference would place substantial restrictions on the power and antenna height that may be used by educational FM stations within or near the secondary service (Grade B) contour of a TV station operating on channel 6. The restrictions become less burdensome as the radio station's frequency moves from 88.1 to 91.9 MHz.

One refinement that may be made in the computer program is the ability to consider the number of persons

receiving interference from an ED-FM station when used with population density information, so that interference could be limited to a specific number of persons instead of a land area. This would permit the radio stations to operate with facilities in excess of those otherwise permitted if the interference area fell over uninhabited land or over water.

The rules also provide for ED-FM stations to operate with greater facilities with the agreement of the channel 6 licensee. Factors that may be considered include the population density around the FM site, the presence of a TV translator station, high cable TV penetration, terrain barriers to service or interference.

The Commission stressed it does not have the staff to consider individually FM applicants who fail to coordinate their requests for greater facilities with the channel 6 licensee. Thus the TV licensee's prior approval is a condition for acceptance of such applications, the agency said.

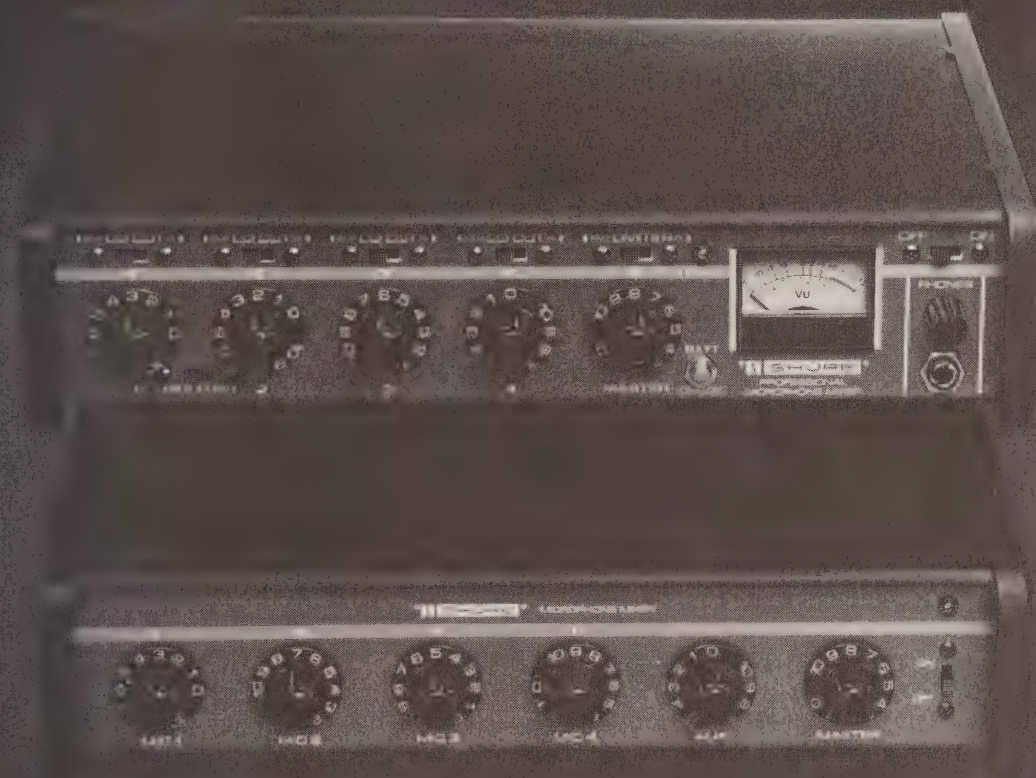
For the same reasons of staff constraints, it discouraged the filing of waiver requests to the proposed rules, saying it would rather devote limited staff resources to refining the computer program.

Noting these rules are based on a not-so-desirable level of TV receiver performance, the Commission cautioned receiver manufacturers to improve the rejection capabilities of their sets.

The full text of the Commission's proposed standards has not yet been made public. However, IBS member-stations will be notified of the details as soon as the document is released.

The major impact will be felt by those noncommercial educational stations proposing power increases in the lower part of the band within the service area of a channel 6 TV station. Applications now on file may be held up pending adoption of interference standards; Proposals for new stations will also be similarly affected.

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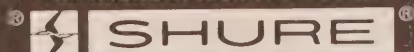
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FM station renewal: 7-year license terms to start

Implementation of the new 7 year station license terms will be phased in as present licenses expire over the next 2½ years, according to a schedule released by the FCC.

The 7 year license term will replace the present 3 year term for radio licensees, both commercial and noncommercial. TV station licenses are being extended to terms of 5 years.

Stations in Maryland, D.C., Virginia, and West Virginia will be the first to receive the extended license terms, effective with the renewal of their present licenses which expired on October 1, 1981. Delaware and Pennsylvania stations will be the last group to receive the 7 year term, beginning with the renewal of their licenses which expire on August 1, 1984.

Renewal filing itself will be much simplified with the newly adopted simplified renewal forms, sometimes called the "postcard renewal" by those in the industry. The new form calls for answers to a handful of routine questions rather than the detail required by the previous FCC form 342. While ascertainment requirements remain in effect for noncommercial FM stations of 100-watts or more, the Commission is considering a de-regulation measure which could modify or eliminate these formal requirements as has already taken place in commercial radio.

Here's the schedule for station license renewal filings and present license expirations:

State[s]	Renewal Filing Deadline	Station License Expiration Date
MD, DC, VA, WV	*June 1, 1981	October 1, 1981
NC, SC	*August 1, 1981	December 1, 1981
FL, PR, Virgin Islands	*October 1, 1981	February 1, 1982
AL, GA	*December 1, 1981	April 1, 1982
AR, LA, MS	*February 1, 1982	June 1, 1982
TN, KY, IN	*April 1, 1982	August 1, 1982
OH, MI	*June 1, 1982	October 1, 1982
IL, WI	*August 1, 1982	December 1, 1982
IA, MO	*October 1, 1982	February 1, 1983
MN, ND, SD, MT, CO	*December 1, 1982	April 1, 1983
KS, OK, NE	February 1, 1983	June 1, 1983
TX	April 1, 1983	August 1, 1983
WY, NV, AZ, UT, NM, ID	June 1, 1983	October 1, 1983
CA	August 1, 1983	December 1, 1983
WA, OR, AK, Guam, Hawaii	October 1, 1983	February 1, 1984
CT, ME, MA, NH, RI, VT	December 1, 1983	April 1, 1984
NJ, NY	February 1, 1984	June 1, 1984
DE, PA	April 1, 1984	August 1, 1984

*Indicates this is also deadline for filing 10-watt alternative (power increase, frequency change, etc.) In other states, deadline has already passed.

EBS weekly test announcement revised for 10-watt stations

When the text of the Emergency Broadcast System (EBS) weekly test announcement was changed back in April, the new wording read, in part:

"If this had been an actual emergency, the Attention Signal you just heard would have been followed by official information, news, or instructions."

That didn't make much sense for the hundreds of 10-watt stations who are specifically exempt from having to transmit the double-tone Attention Signal as part of their weekly test.

Tom Gibson, of WVYC-FM at York College, and a member of the IBS Engineering Staff, called this inconsistency to our attention. To that point, stations who inquired directly with the FCC were told they'd have to ask for an individual waiver in order to use a revised test announcement that made more sense to their listeners.

IBS intervened, suggesting to the Commission that it would be more practical to adopt an authorized change than to expect hundreds of 10-watt stations to individually apply for waivers.

In response to our suggestion, that's exactly what's happened.

10-watt stations are now permitted to revise the text of the weekly test announcements, deleting the words, ". . .the Attention Signal you just heard would have been followed by . . ." and replacing them with, ". . .this station would have provided you with . . ."


If you're a 10-watt station without an EBS encoder (tone generator), you should find your EBS Checklist and EBS Test cartridge, and make the suggested change to your announcement copy.

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During the past ten years we've helped more than 200 college and high school stations get on the air with FM or increase power.

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Call or write for our brochure and schedule of fees. A new or better FM station may be closer than you think.



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Temporary Commission on Alternative Financing established

The FCC has established the Temporary Commission on Alternative Financing for Public Telecommunications mandated by the Public Broadcasting Amendments Act of 1981 to study and recommend possible sources of additional funding.

Chairman Mark Fowler has designated Commissioner James H. Quello chairman of the Temporary Commission.

The Act requires creation of the Temporary Commission and completion of the study by July 1, 1982. The commission is charged to identify and evaluate funding options which would maintain and enhance public broadcasting and ensure continued expansion without interference with

the content and quality of its programming. A report of the study, together with recommendations for legislation or other appropriate action, is to be submitted to Congress by the completion date.

The Temporary Commission also is authorized but not required to conduct a second phase of its study to determine the feasibility of permitting public TV and radio stations to broadcast advertising. Phase II would consist of an 18-month demonstration project in which up to 10 public television and 10 public radio stations would broadcast limited amounts of advertising.

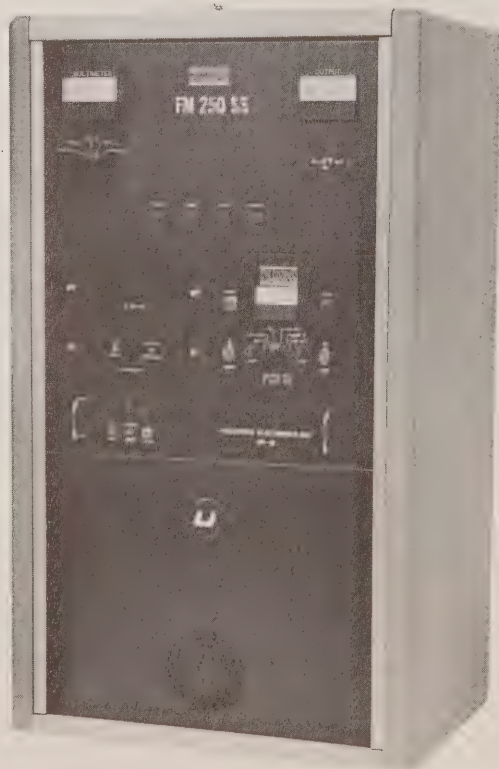
Phase II would begin January 1, 1982. Both the amount of commercial time and the contents of the ad-

vertising would be limited. The study would be concluded by June 30, 1983, and a final report submitted to Congress by October 1 of that year.

In addition to Commissioner Quello as chairman, the Temporary Commission will consist of the Assistant Secretary of Commerce for Communications and Information, the heads of the Corporation for Public Broadcasting, National Public Radio and the National Association of Public Television Stations and the Chairman and ranking minority member of the Senate Committee on Commerce, Science and Transportation and the House Committee on Energy and Commerce, or representatives delegated by the named officials.

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classical rhetoric and broadcasting: a symbiosis

By
H.L. Drake

Speech/Drama Department
Millersville State College
Millersville, Pennsylvania 17551

[From: *Humanistic Radio Production*,
University Press of America, Copyright,
1982 by Harold L. Drake.]

"Values are the questions we put to
life."¹

At the end of 1979 there was a total
of 9,756 radio and television stations
in the United States.² Of what benefit
are all of these stations to our
country? Providing countless jobs
both in the industry and in ancillary
businesses? Yes. Making money for
their owners? Generally speaking,
yes. Entertaining, informing,
educating? Yes, although to what
degrees may be moot.

I have worked for several years in
commercial and educational broad-
casting in addition to teaching
rhetoric; public address and broad-
casting. In recent years I have become
more interested in relationships
between the traditional speech
discipline and radio and television,
specifically in the areas of ethics and
morality relative to society. At this
point I see a need which must yet be
adequately met in media classrooms

and the broadcast industry in the
United States and probably other
societies as well.

Broadcasting may be viewed as a
technological extension for the rhetor,
that vital social/political phenomenon
of humanity found in ancient Greek
and Roman epochs. Such a symbiosis
could be beneficial to broadcasting,
adding ethical and moral factors
which seem to be lacking in con-
temporary electronic media. Benefits
to classical canons of rhetoric include
earth-wide dissemination of some of
the finest values known in the Western
world. But, the symbiosis recom-
mended in this paper could be harmful
to broadcasting and the traditional
speech discipline if the Sophistic is
the only approach chosen from our
classical rhetorical heritage. (It is
ironic that broadcasting in the United
States has become predominantly a
sophistic tool of the twentieth century
while many media people do not know
the meaning of the word sophistry.)
How has a sophistic approach to
broadcasting evolved and been per-
petuated?

It has been my experience and
observation that all too often students
of broadcasting are exposed only to
what I term a "nuts-and-bolts" ap-
proach and euphemistically termed
"studio approach;" i.e., how to push
buttons and twist dials and never mind
that you are human and to be human is
to think. Often, if any responsible
thinking takes place with such an
approach, it is accidental. There
seems to be a paucity of advocating
considerations for the end results of
fancy sound mixing or canted color
hallucinogenic shots. Perhaps it is not
surprising that too many students are
unaware of the sociological
significances of broadcasting when
many teachers avoid handling what
they consider to be a Pandora's box.

It is my contention that along with
"hands-on" experiences in studios,
students must be apprised of the
importance of asking substantive
questions in their persuasive media.
Who is going to receive the broadcast?
Does the broadcast have the potential
for listener benefit or harm? What is

[Continued on page 16]

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[Continued from page 15]

provided in the broadcast to warrant a receiver's time? Is the broadcast capable of stirring emotions of people in general or of a select group? And if so, what emotions are being roused? Is the broadcast making any substantially positive contribution to society? How? To what degree? Professional broadcasters are more apt to consider such questions if they were trained to ask them when they were students. A classical rhetorical approach can prepare students for the epiphenomenon of **persuasion** which is inherent in the use of radio and television.³ Erwin Bettinghaus advocates that the mass media accept more social consciousness. "... Persuasion is also a tool, and you ought to know what the effects are likely to be if you use this tool."⁴ Responsibility to humanity is one of those values which I believe we teachers should concentrate on in broadcast studios and classrooms. The classroom is "an arena for an exchange of values, for a values dialogue," according to Lerner.⁵

I am not suggesting that broadcast teachers tell students **what** to think. But, I believe that broadcast teachers owe the industry, academia and humanity in general graduates who can use their minds as well as their hands; graduates who are developing "some expectations about ethics and morality..."⁶

It is now time to put our high-level broadcast technology to work, substantively, for the benefit of mankind. This can be done in academia by the introduction of classical rhetorical principles of speech.

Students of broadcasting would do well to note the words of the author of the first known book on education in the Western World, Marcus Fabius Quintilianus (ca. 40. A.D. to ca. 96 A.D.).⁷ In his **The Education Of The Orator**, Quintilian was concerned with the speaker of his day possessing the quality "which is in the very nature of things the greatest and most important. . . (the orator) must be a good man. . ."⁸ Quintilian maintained that the "good man" would be skilled in speaking, knowledgeable, intelligent, and studious. He would choose virtue

over vice, be concerned with that which is just and honorable, inspire courage, act with practical wisdom, have a sense of duty toward country and, "... guide the people from the paths of error to better things."⁹ A broadcaster striving for such qualities can surely contribute significantly to society.

Teachers can help broadcast students measure their progress towards these goals. In **The Rhetoric Of Television**, Ronald Primeau uses classical canons of rhetoric for television criticism.

... an understanding of the fundamental yet simple process of classical rhetoric will put audiences back in control of their own viewing by equipping them to make judgments about what should be done and giving them the confidence to do it.¹⁰

Primeau's concern is for evaluating finished programs. I am suggesting that the same approach and criteria may be used while radio and television programs are being written and produced. Primeau's criteria centers around **Invention, Arrangement, Delivery, Style and Memoria** and can be used in radio and television classes as a spring-board for students' evaluating themselves and their productions.

Morality is brought to the amoral technology of broadcasting by the women and men using the airwaves. Presently, our broadcast heritage in the United States is oriented toward technique over substance, financial motives over humanitarianism. I agree with Gordon F. Hostettler's assessment of radio and television revolutionizing the spoken word.

... Their capacity for evil or good is almost boundless. They can remain a 'vast wasteland,' as Newton Minow has termed them, or they can become vital agencies in a free society, bringing needed information and cultural enrichment to our citizens. When they are studied so as to provide students with a grasp of their potential, when they are approached as operating in a social context, when success and techniques are held subservient to content and ethics, then courses in radio and television provide a valuable aspect of liberal education.¹¹

It would seem that we find ourselves at a stage in human development where an investigation into alternatives for the **liet motif** of broadcasting is required. According to Robert Rutherford Smith, in the 1980's broadcasting will be "evaluated by its social effects, proven or suspected."¹² Broadcasting doesn't take place in a vacuum as some students are apparently led to believe. Radio and television have become integral factors in the lives of citizens in the United States and other countries whether those citizens realize it or not.

What good are nearly 10,000 radio and television stations in the United States if they are not contributing toward a substantive development of humanity?

Literally and metaphorically, those of us teaching, learning and making our livings through broadcasting must constantly ask ourselves: "What am I doing with this microphone?" Quintilian's good man theory is thus put to use in the modern-day wonder that is labeled broadcasting. "For it had been better for men to be born dumb and devoid of reason than to turn the gifts of providence to their mutual destruction."¹³

Footnotes

1 "Is America A Dying Civilization?" A speech delivered by Max Lerner, April 10, 1980, Wayne State College (Nebraska). Speech Video taped by the author with permission of Dr. Lerner.

2 **Broadcasting Yearbook 1980**, Washington, D.C.: Broadcasting Publications, Inc., p. A-2.

3 See, for instance: Marshall McLuhan and Quentin Fiore, **Medium Is The Message: An Inventory Of Effects**, New York: Bantam Books, 1967.

4 Erwin P. Bettinghaus, **Persuasive Communication**, Third Edition, New York: Holt, Rinehart and Winston, 1980.

5 Lerner speech, **Op. Cit.**

6 Bettinghaus, **Op. Cit.**

7 George Kennedy, **Quintilian**, New York: Twayne Publishers, Inc., 1969.

8 H.E. Butler, (trans.), **The Institutio Oratoria Of Quintilian**, (Book IV), Cambridge, Massachusetts: Harvard University Press, 1953, p. 355.

9 *Ibid.*, p. 371.

10 Ronald Primeau, **The Rhetoric Of Television**, New York: Longman, 1979, p. VIII.

11 Gordon F. Hostettler, "Speech As A Liberal Study II," **Communication Education**, Vol. 29, September, 1980, p. 345.

12 Robert Rutherford Smith, **Beyond The Wasteland**, Revised Edition, Urbana, Illinois: Speech Communication Association and ERIC Clearinghouse on Reading And Communication Skills, 1980, p. 99.

13 Butler, **Op. Cit.**, p. 357.

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The Registration/Check-In desk will open at 12 Noon on Friday, March 5th, with sessions starting about 3:00 p.m. On Sunday, March 7th, the last sessions will end no later than 12 Noon to allow for hotel check-out, and time to play tourist in Washington and/or to travel back home.

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American Country

9 half-hour programs; an anthology of country music in the U.S.; traces development from 1927-1976 including Jimmy Rogers & the Carter Family, country music during the depression, early Texas & western, Hank Williams, Nashville, country pop, mid-60's expansion, new directions in the 70's. Produced by Lindsay R. Barnes, Jr., 9 tapes, IBS Members \$40.50, Non-Members \$49.50.

Development Issues

4 half-hour programs dealing with the concepts and reality of economic development in a global perspective. Format is audio magazine; issues include industrialized north, less-developed south, urban gardening, fishing in Peru, population growth, tropical diseases, alternatives to oil, etc. 4 tapes, IBS Members \$18, Non-Members \$22.

Within Radiovision

Series of 7 programs, average length: 17 minutes each; topics include: commercial fraud, subliminal/sexual advertising; child abuse; war criminals; Kennedy assassination; alcoholism; the native American Indian; etc. Produced by Peter Rexford. 4 tapes, IBS Members \$18, Non-Members \$22.

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